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ABSTRACT

This book evaluates the cogency, relevance, and prospects for success of the 1997 Dearing report and recommendations (1997) for lifelong learning and the university system in the United Kingdom. Part 1 sets the scene in terms of changes between Robbins's 1963 report and Dearing's. Three chapters cover changes in United Kingdom higher education (HE); changes in society, the economy, and politics; and lifelong learning in Europe. Part 2 analyzes the actual and potential systems measured in terms of patterns of participation. Three chapters discuss getting into, getting on in, and coming back to HE. Part 3 analyzes curriculum and its delivery. Five chapters look at modules, semesters, and credits; learning in and away from the university; professional dimension; and quality and standards. Part 4 analyzes resources made available and under what conditions. Five chapters address supporting students, institutions, staff, communities, and the state. Part 5 focuses on impact of the system. Three chapters cover lifelong learning and the world of work, common culture, and the university community. Two chapters in part 6 offer a prognosis of the chances of the Dearing vision of a higher education contributing to the learning society and discuss lifelong learning and the Universities Association for Continuing Education. Each section identifies the relevant specific recommendations of the Dearing Report and their prospects for practical success. The book contains 151 references and an index. (YLB)

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